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ABSTRACT

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Nepal. The four parts of the document provide general information about the following: the country; the history, goals, and structure of the educational system; vocational technical and polytechnic education; and issues and human resource development. Appendixes cover the growth of the education sector since 1951 and statistics about training programs under the Department of Cottage and Village Industry and Training Centers under the Department of Labor. Some of the highlights are as follows: (1) Nepal is primarily an agricultural country that has been handicapped in economic development because it is landlocked; (2) the Eighth Five-Year Plan puts more emphasis on an open-market economy, with the private sector producing goods and services and the public sector focusing on developing the physical and social infrastructure; (3) the school structure includes primary grades 1-5, lower secondary 6-7, secondary 8-10, higher secondary 11-12, and specialized institutes of higher education and universities; (4) the Council for Technical Education and Vocational Training (CTEVT) is the policy formulation and coordinating body for technical education and vocational training in Nepal; (5) at present there are 6 training institutions operated under the CTEVT, with plans for 23 more by the year 2002; (6) although most education is the responsibility of the federal government, the private sector also plays a small role in technical education; and (7) increases in technical and vocational training are necessary to meet human resource demands for development. (KC)

ED 399 376

NATIONAL PROFILES IN TECHNICAL AND VOCATIONAL EDUCATION IN ASIA AND THE PACIFIC

Nepal

UNEVOC
International Project on Technical and Vocational Education

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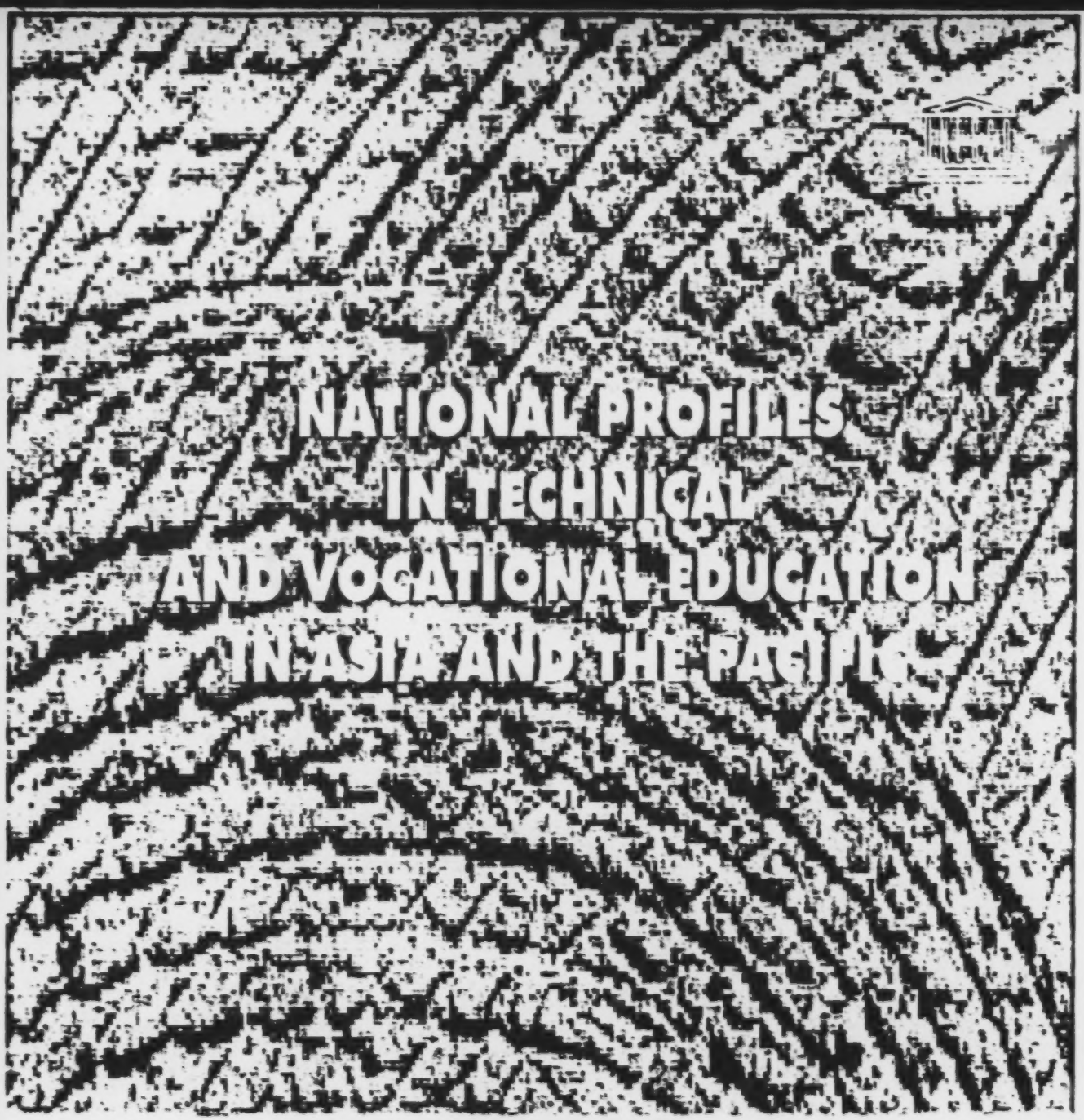

Nepal

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC, BANGKOK, 1995

This volume is one of a series of member country profiles on Technical and Vocational Education of the following member countries:

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BHUTAN
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FOREWORD

Technical and vocational education has always been an important component of UNESCO's consecutive Medium Term Plans. The basic objective of this programme is to support the efforts of Member States to link education systems more closely to the world of work and to promote the expansion and improvement of technical and vocational education in the light of changing employment needs.

The Colombo Plan Staff College for Technician Education (CPSC) also dedicates itself primarily to enhancing the growth and development of the technician education systems in its member countries which are located in the Asia and Pacific region. Its programmes, projects, and activities are geared to provide the needed impetus for the professional development of senior level personnel involved in technician education development efforts.

UNESCO has launched an International Project on Technical and Vocational Education (UNEVOC) as of 1992 in co-operation with the Government of Germany, ILO, FAO, UNDP and NGOs interested in the reform of technical and vocational education. This project focuses on exchanging information, research and experiences on policy and programme issues in technical and vocational through a network of co-operating institutions

In a spirit of co-operation UNESCO and CPSC, under UNEVOC, an attempt is being made to compile and publish studies on the development of technical and vocational education in Member States in the form of TVE profiles of 21 countries. It is hoped that this series will serve as a handy reference information on TVE systems, staff development, technical co-operation and information networking. These studies have been possible because of the full co-operation to UNESCO PROAP and CPSC by all concerned in the Member States.

The opinion expressed in this study are those of the authors and do not necessarily reflect the position of UNESCO and CPSC in this regard. This profile on Nepal was prepared by Dr. Iluminada G. Espino, Governing Board-engaged Faculty Member from the Philippines and Prof. MMR. Siddiqi, Governing Board-engaged Faculty Member from Bangladesh.

C.K. Basu
Director, CPSC

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Director, UNESCO PROAP

NEPAL: A COUNTRY PROFILE

Nepal is one of the CPSC member countries in the central part of the Southeast Asian region. It has a land area of 147,181 sq. km. bounded on the north by China and on the east, south and west by India. It is a multi-racial and multilingual country. It has an approximate population of 18.4 million and an annual growth rate of 2.1 per cent. The Brahmins, Chettris, Tamangs, Gurungs and Newars occupy the central parts and the Kirats, Limbus and Raisthes the eastern. The capital, Kathmandu, seemingly floating between the world's tallest mountains and lowland jungle is very much rural in character. The form of government in Nepal is based on the Panchayat (village democracy) Constitution of 1962 composed of a two-tiered system of administration. The national language is Nepali written in its own distinctive Devanagari script. Majority of the country's population is Hindu, the country being the only Hindu kingdom in the world.

The following sections are intended to briefly describe the country profile in four parts, namely:

- General Information
- Educational System
  - Historical Development
  - Educational Philosophy
  - Educational Programme and Structure
- Vocational Technical and Polytechnic Education
  - Education at the Polytechnic
  - Private Education and Training
- Issues and Humanpower Development

Part I

GENERAL INFORMATION

The Nepalese economy has always been handicapped by the fact that the country is landlocked as it is surrounded by India and China on all four sides. Economic activity is strongly influenced by relations with India because of the open border between the two countries.

Nepal is predominantly an agricultural country. It provides a livelihood for over 90 per cent of the population and accounts for 60 per cent of GDP and about 75 per cent of exports. Apart from agricultural land and forests, other exploitable natural resources are mica, hydropower and tourism. Despite considerable investment in the agricultural sector, production in the 1980s has not kept pace with the population growth which has led to a reduction in exportable surpluses and balance-of-payments difficulties.

However, with the adoption of the Eighth Five-Year Plan covering the period of 1993-1997, a major shift in Nepal's development strategy is predicted. The Eighth Five-Year Plan aims to promote a more open and market-oriented system, with increased reliance on the private sector for the production of goods and services while the public sector focuses on developing the necessary physical and social infrastructure.

Reforms are being implemented in the various areas of economy, including the trade and industrial sectors and foreign investments. Furthermore, different stabilization measures are being adopted by the government while developing a comprehensive package of reforms aimed at public enterprises (including privatization) and public administration.

Geography appears to be a dominant factor in Nepal but this should not be considered a setback. The development of physical infrastructure and of human resources and adequate inflow of external assistance and foreign direct investment can pave the way for a better economy for Nepal.

Generally, Nepal ranked 152nd among 173 developing countries in her human development index (0.170). Specifically her human development profile is described as follows (UNDP Human Development Report: 1993):

Figure 1. Nepal's Profile with Selected Indicators

Indicators	Data
Population	18.4 million
Male 9,220,974	
Female 9,270,123	
Growth rate/year	2.4%
Land Area	147,181 sq. km.
GNP	3.3 billion USD
GDP	2.9 billion USD
Total Government Expenditure	
Education per cent of GNP	2.9%
Health per cent of GNP	0.7%
Military per cent of GNP	1.7%
Absolute Poverty	60%
Urban	55%
Rural	61%
Life Expectancy at birth	52.2 years
Infant Mortality	102/1000
Adult Literacy	26%
Male	38%
Female	13%
Mean years of schooling	2.1%

Source: *UNDP Human Development Report*, 1993

Part II

EDUCATIONAL SYSTEM

2.1 Historical Development

The tradition-bound education system of Gurukul and religious institutions was a prominent feature of Nepalese education. The first modern step in the field of public education was taken during the short tenure of the Rana Prime Minister, Dev Shumsher in 1901 when fifty-seven primary schools were established. In 1951, Nepal had only 203 primary schools, 200 middle schools, 11 secondary schools and one technical school. There were only two small colleges offering higher education which, through links with Indian Universities, were able to give degree level courses to only 1 per cent of the population due to limited facilities. The growth of the education sector from 1951 to 1989 is presented in the appendix.

Inspite of all the efforts made by the government from 1951 to 1970, substantial output of the investment and programmes on education was little and many constraints as well as difficulties were felt to achieve the meaningful goals set for the system. The National Education System Plan (NESP) was instituted to address to these problems.

The salient features of the NESP were:

1. to design educational programme in terms of the production of skilled manpower required for national development activities;
2. to raise teachers' salary at par with those of other professions;
3. to provide compulsory vocational education;
4. to devise a system comprising three years of primary, four years of lower secondary and three years of secondary education; and,
5. to make teacher training compulsory and systematize the production and distribution of teaching-learning materials.

2.2 Educational Goals

The National Education System Plan of Nepal has set the following goals of education:

1. producing citizens loyal to the nation, crown and national sovereignty;
2. promoting the learning of science, technology and skills needed for the development of the country and producing a cadre of workers needed for development;
3. instilling in the students the qualities of moral integrity, habits of work, self reliance, creativity, a scientific approach, appreciation skills, aesthetic awareness and cosmopolitanism; and
4. development of the national language, literature, culture and arts.

2.3 Educational Programme and Structure

The current school education structure consists of four levels: primary (grades I-V), lower secondary (grades VI-VII), secondary (grades VIII-X), and higher secondary (grades XI-XII). For a better appreciation of the structure of educational system please refer to Figure 2.1.

The National Education Committee is the highest policy making and coordinating agency for the educational programmes in the country. It is headed by the Minister of Education and Culture. The members of the committee include the Assistant Minister, Secretary of the Ministry, Chairman of the National Planning Commission, Vice-Chancellor of the Tribhuvan University and three other educators appointed by the King. The implementing agencies are the universities for higher education and the Ministry of Education for other levels of education.

The universities are autonomous institutions with vice chancellors as chief administrators with the King as the chancellor. All higher educational institutions are organized within the university systems.

The educational structure is provided in Figure 2.1.

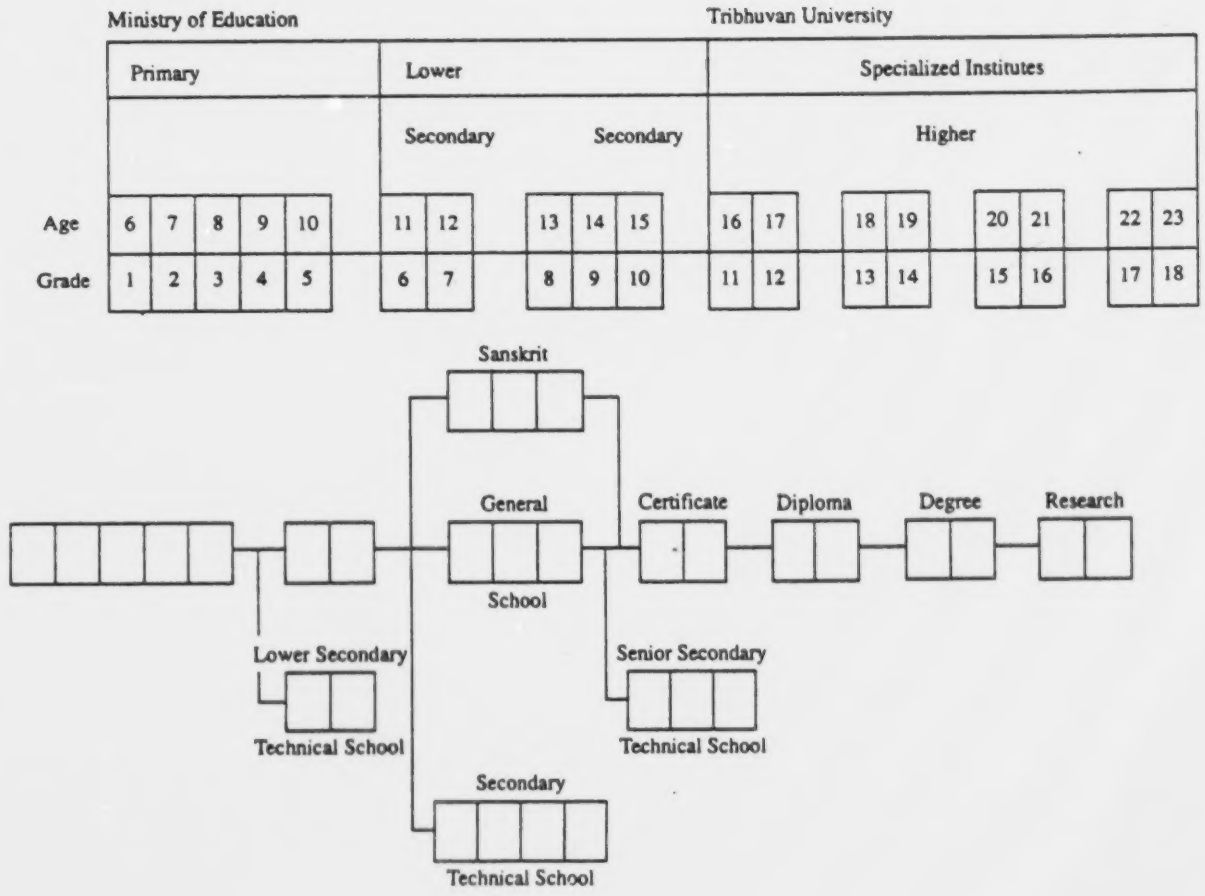

Figure 2.1 Structure of the Educational System in Nepal (1984)

Part III

VOCATIONAL TECHNICAL AND POLYTECHNIC EDUCATION

The Council for Technical Education and Vocational Training (CTEVT) is the policy formulation and co-ordinating body for technical education and vocational training in Nepal. It was initially formed under the Technical Education and Vocational Training Council Act 2045 and has recently been reorganized under the Technical Education and Vocational Training Council (First Amendment) Act, 2050. The council is an autonomous body vested with executive powers.

3.1 Vision Statement

CTEVT formulates policies, co-ordinates and implements all levels and types of vocational and technical skill training programmes to produce basic and middle level skilled manpower needed to improve the quality of life and further the economic development of Nepal.

The schools/institutions operating under the Council are classified into two categories:

1. Urban Technical Schools produce manpower for bigger developmental projects such as road construction, hydroelectric projects, etc.
2. Rural Technical Schools serve the rural areas and supply the skilled manpower for rural development programme.

At present, there are six training institutions operating under the Council. Among them are:

1. The **Balaju Technical Training Centre** formerly known as the Mechanical Training Centre established in 1962 in the northwest side of Kathmandu city. It has an annual intake capacity of 84. The Swiss Development Co-operative and Helvatas provided assistance in its development.
2. The **Lahan Technical School** was established in 1980. It is situated on 5.5 hectares at northwest edge of Lahan. It was developed through the assistance of the Asian Development Bank. It has an annual intake capacity of 60 and an enrolment of 241.
3. The **Jiri Technical School** situated on 14.5 hectares was built in 1982 with the assistance of the Swiss Development Co-operative. The school has an annual intake capacity of 65 and an enrolment of 213.

4. The **Karnali Technical School** was established in 1979 through a grant assistance of the United Mission to Nepal. It has an area of 33.3 hectares situated in Jumla, Karnali zone. Annual intake capacity is 42 and enrolment 179.

5. The **Seti Technical School** is located at Jogidabre, Dipayal, Doti of Seti zone, the far western region of Nepal. It is one of the schools established according to the loan agreement between Kingdom of Nepal and Asian Development Bank under the Technical Education and Vocational Training Development Project, 1989. It has an annual intake capacity of 25 and an enrolment of 55.

6. The **Uttarpani Technical School** started its training in 1984. It has an area of 43.25 hectares situated in the Dhankuta District, Koshi zone. It was developed through the assistance of the Overseas Development Agency as a part of the Koshi Hills Development Programme. The Volunteer Service Organization also provides technical assistance to the institution. It has an annual intake capacity of 50 and enrolment of 98.

CTEVT is encouraging NGOs to establish/operate polytechnics to meet the modern, highly sophisticated technological training needs of Nepal. However, CTEVT operates only a few as model institutions. Projected number of polytechnics from 1993-2002 is 23, majority of which are to be operated under the CTEVT accredited NGOs.

Figure 3.1 shows the different trades offered in these institutions with the corresponding level of certificate while Figure 3.2 shows the budget allocation for CTEVT and the institutions under it.

One of the main concerns of the CTEVT is the further development and expansion of the technical school programme. The establishment of polytechnics is one of the activities being undertaken by the Council. It will be focusing on the higher level skill training. Diplomas will be awarded and short-term courses on productive skills for housewives will be provided. Polytechnics will offer courses in the areas of electronics, interior design and decoration, textile design (garment technology), commercial art, computer science, architectural assistantship, food technology, pharmacy, office management and hotel management.

Aside from the CTEVT, the following agencies are responsible for producing technical manpower at different levels in the country:

1. **Tribhuvan University (TU)** has been authorized to look after the curriculum development, policy formulation and implementation of the programme of engineering, medicine, forestry, agriculture, science, humanities and social sciences from middle level to high level. TU has also been running basic level manpower producing campuses in the engineering, medicine, forestry and agriculture sectors, but recent policy of the University is to phase out all the basic level technical manpower production programmes.

Figure 3.1 Technical Institutions under the Council

	School	Trades	Level of Certificate	Donor Agency
1	Dhankuta Technical School (Uttarpani)	Agriculture	Tech. SLC Technician	Overseas Development Agency (ODA)
2	Lahan Technical School (Lahan)	Agriculture Construction	Tech. SLC	Asian Development Bank (ADB) (Loan)
3	Balaju Technical Training Centre (Balaju)	Electrical Sanitation Mechanical	Sr. Tech. Jr. Tech.	Swiss Development Co-operative (SDC)
4	Jiri Technical School (Jiri)	Agriculture Construction Health	Tech. SLC	Swiss Development Co-operative (SDC)
5	Karnali Technical School (Jumla)	Agriculture Construction Health	Tech. SLC	United Mission to Nepal (UMN)
6	Seti Technical School (Dipayat)	Agriculture	Tech. SLC	Asian Development Bank (ADB) (Loan)

Figure 3.2 Budget Allocations (1990/91) for CTEVT and Institutions in Rs.000

Institution	Actual Budget	His Majesty's Gov't.	Foreign Aid	Percentage Foreign Aid
CTEV	5,742	2,840	2,902	50.0
Uttarpani Technical School	2,720	2,082	538	19.8
Lahan Technical School	2,541	2,541	-	-
Jiri Technical School	5,452	3,743	1,709	31.3
Balaju Technical Training Centre	5,708	3,025	2,683	47.0
Karnali Technical School	5,787	3,722	2,065	35.6
Seti Technical School	1,959	40	1,919	98.0

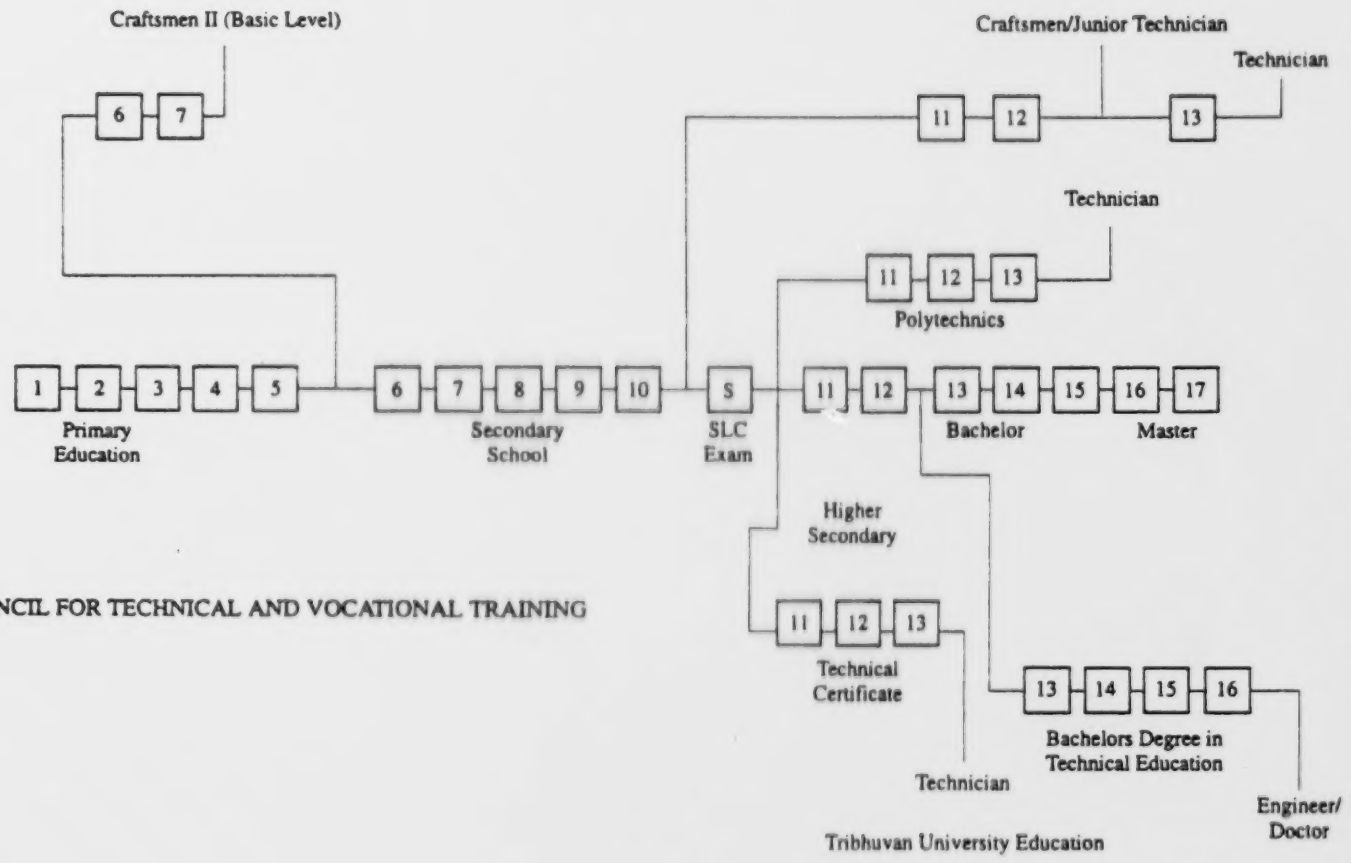

Figure 3.3 Technical and Vocational Education Structure

2. **Department of Labour.** This department is responsible for identifying training needs and producing the basic skilled technical manpower in the country.

3. **Department of Cottage and Village Industries** is responsible for producing technical manpower required to promote programmes of cottage industries in the country.

3.2 Private Education and Training

Generally, education is a federal matter and is therefore the responsibility of the federal government. However, the private sector also plays a supplementary role. Currently, there are only three technical institutions in the private sector (including one which is the only institution providing apprenticeship training in the modern sense). Two of these schools have been established as a part of the larger programme structure devised with an aim for the upliftment of under privileged groups in terms of economic and social status. CTEVT encourages the establishment of private sector driven training programmes (dual apprenticeship approach) on appropriate quality levels. The Council will operate a few model apprenticeship training centers by its own means. It is projected that 31 private institutions accredited by CTEVT will be established from 1993-2002. Figure 3.4 describes some educational data in the private sector.

Since there is no technical campus operating in the private sector yet, an agreement has been signed between His Majesty's Government and a private group in India for the establishment of a medical and engineering campus where 25 per cent of the seats will be reserved for Nepalese citizens.

There are also various government agencies providing training outside the formal education system. Among them are the:

1. Ministry of Local Development
2. Ministry of Agriculture
3. Ministry of Health
4. Ministry of Forestry and Environment
5. Ministry of Land Reform, Department of Co-operatives
6. Ministry of Works and Transport, Department of Roads
7. Ministry of Industry, Department of Cottage and Village Industries
8. Ministry of Labour and Social Welfare, Department of Labour
9. Department of Tourism
10. Nepal Telecommunication Centre, Telecommunications Training Centre (TTC)

Figure 3.4 Private Technical Schools

	Institution	Courses Offered	Level Recognized	Donors Agency
1	Lalitpur Technical School, Manbhavan	Wood Work Metal Work Lether Work Secretarial Work	Jr. Craftsman " " Technician	Texas/ OXFAM Fund
2	Kumbheswor Technical School, Kumbheswor	Wood Work Carpet Weaving Hand Knitting Construction Plumbing	Jr. Draftsman "	REDD BARNA
3	Sanothimi Technical School, Sanothimi	General Mechanics Auto Mechanics General Fitters Plumbing Basic Tailoring Advanced Tailoring Draftmanship Printing Food Technology	Craftsman " " Jr. Craftsman " " " " "	UCEP DANIDA

(**Source:** *Vocational Training Policy in Nepal*, 1992)

The courses offered by some of these agencies as well as their annual intake capacity are presented in the Appendix section.

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Part IV

ISSUES AND HUMANPOWER DEVELOPMENT

Considering the rising cost of the requirements of vocational, technical and polytechnic education and training, the budget allocation for technical and vocational education in Nepal is very low (1.7 per cent as of 1987/88 budget for education sector).

Fortunately, various donor agencies such as the ADB, BARNA, DANIDA, OXFAM Fund, REDD, SDC, UCEP, and the UMN have been providing assistance to the development of technical and vocational training of the country. However, Nepal is gradually lessening its dependence to donor aided projects to ensure that they will be able to run the programme or project in the future when foreign assistance is no longer available. In addition to these donor agencies, various local agencies, ministries and departments in Nepal also conduct programmes aimed at providing skills training as well as income generating projects to help and contribute in the development of the country.

Changing the context of the Technical Education and Vocational Training in Nepal entails also a change in the organizational structure of the CTEVT being the foremost body in-charge of the technical and vocational areas. A task force was set up to review the organizational structure of CTEVT based on a 5-Year Strategic Plan and 10-year Directions. Strong emphasis must be devoted to staff development within the CTEVT system. This implies that future staffing patterns need to be assessed carefully and related staff training schemes need to be developed.

To aid the CTEVT in this pursuit are the donor agencies such as TITI, SDC, ODA, DANIDA, ADB, Italian Government, CPSC, APSDEP and ACCC who have committed resources in man months.

4.1 CPSC and Staff Development

The Colombo Plan Staff College (CPSC) for Technician Education provides continuous development assistance to Nepal to help enhance technician and vocational education in the country. To date, it has conducted 9 In-country training courses in technician and vocational education on the following themes distributed by dates:

1. Planning, Organizing & Implementing Technician Education Systems including Curriculum Design and Staff Development (1977)
2. Curriculum Design and Implementation (1981)

3. Curriculum Design and Development including Student Evaluation (1984)
4. Workshop on Technician Teacher Training Module Development (1989)
5. Design, Development and the Use of Instructional Materials (1985)
6. Instructional Materials Development (1986)
7. Management of Instructional Resources in TVE (1987)
8. Entrepreneurship Development & Training for TVE Students (1992)
9. Environmental Education and Environmental Management for TVE Teachers (1993)

In addition to the in-country programmes, Nepal has been sending technical and vocational educators to the CPSC in its regional and sub-regional courses also. The figures below indicate the total participation to the CPSC training courses by type and sex:

Type of Course	Participants		
	Male	Female	Total
Regional	85	3	88
Sub-regional	17	-	17
In-country	175	8	183
Total	277	11	288

It is noted from the preceding figures that the female participation in training and development courses at the CPSC is 11 out of 288 (3.82 per cent). This is also the general participation trend at the CPSC courses by the other member countries.

Postscript

Nepal has just undergone a tremendous change. Over the next few years, because of this change, organizations in Nepal will also change. Some will grow, some new organizations in Nepal will appear, some will cease to exist. The organizations that can change rapidly, that can be quick to understand and meet the needs of a democratic system will probably be the organization that not only survives but grows (Callum: Technical Education in a New Democracy, 1992).

As previously discussed, Nepalese economy is the primary concern of the Eighth Five-Year Plan (1993-1997) signaling a major shift in Nepal's development strategy. Reforms being implemented in the various areas of economy, including trade and industrial sectors and foreign investment will induce growth, foreign investments and employment.

In the educational sector, specifically in the technical and vocational division, the way forward is systematically and strategically initiated with the assistance of the donor agencies such as ADB, SDC and other international agencies.

APPENDIX

Table 1. Growth of Education Sector

	Numbers of Institution					Students Enrolment				
Level of Education	1951	1965	1975	1985	1989	1951	1965	1975	1985	1989
Primary	203	5,696	8,314	11,660	15,834	6,970	386,104	458,516	1,833,655	2,526,147
Middle	200	-	1,893	3,420	3,941	-	-	174,143	266,639	325,237
Secondary	11	687	479	1,235	1,791	1,680	58,207	62,214	228,502	338,779
Higher	2	34	79	69	148	250	8,081	23,504	23,478	95,240
Total	416	6,417	10,765	16,384	21,642	10,900	452,392	718,377	2,352,274	3,285,403

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Table 2. Training Programme under the Department of Cottage and Village Industry

Institution	Courses Offered	Annual Intake Capacity
Regional Office of DCVI (Kathmandu)	General Mechanics Electrician Textile Carpet Weaving Cutting and Stitching Carpentry Knitting Advanced Course	25 25 30 40 70 30 30 15
Regional Office (Dhankuta)	Carpet Weaving Textile	12 12
Regional Office (Pokhara)	Knitting Textile Cutting and Stitching	5 5 5
Regional Office (Surkhet)	Knitting Textile Cutting and Stitching	15 15 15
Regional Office (Dipayal)	Textile	8
Mobile Training	Handloom (weaving), Knitting, carpentry, etc.	280
TRUGA Programme (14 centres)	Handloom (weaving, knitting, etc.)	280
Butwal Technical Institutes, Butwal	Cabinet Making Ind. Officer Worker Mechanics Electrician	4 4 4 4
Total		933

Source: *Vocational Training Policy in Nepal*, 1992

Table 3. Training Centres under the Department of Labour

Institution	Courses Offered	Annual Intake Capacity
Labour Supply Centres (7 centres)	Carpentry	144
	Cutting and Stitching	380
	Masonry	80
	Textile	180
	Press	10
	Composition	10
	Boiler Operator	53
	Carpentry	110
	Simple House	10
	Wiring	90
	Machine	10
	Apprenticeship	20
	Automobile	10
	Pumpset	10
	Mechanics	20
	General	155
	Mechanics	
	Type Rescling	
	Cane and Bamboo	
	Short Term	
Vocational Training Centres (Biratnagar)	General Fitter	12
	Machine	10
	Operator	4
	Welding and Blacksmith	4
	Sheet Metal	
Vocational Training Programme (Kathmandu)	Hair-dressing (female)	90
	Hair-dressing (male)	40
Total		1,452

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